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ED 502 Teaching Reading
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Journal Articles: Dyslexia, by Pamela Perkins

I've certainly heard the commercial enough times.

"Dyslexia" is a dysfunction of the sensory centers of the brain and we at the "Dyslexia Treatment Center," using non-invasive stimulation of the inner-ear have proven effective in treating "Dyslexia."

(Does that qualify as a form of "shock therapy"?) Dr. Perkins' contention is that if one begins with a mistaken premise, in this case: the single cueing system approach to reading instruction, than whatever discrepancies that arise afterwards are also suspect.

It's interesting that Perkins uses the Galileo example about missing the evidence. This example may be more true than most of Perkins' readers may realize. It's all about the power of the starting paradigm. When Galileo's contemporaries followed the course of the planets across the night-time sky they were aware of a phenomenon that "should have" made the adoption of the Copernican cosmology much easier. In fact this "difficulty" was known to the Greek astronomers and for that reason they called the planets "Wandering Stars." It seems that most of time the planets move in the same general direction as the rest of the lights in night-time sky but periodically the planets would at their own interval appear to head in the opposite

direction. This was a real problem for those that believed that everything revolved around the earth. Their answer to this problem was that the planets revolved around the earth within their own concentric revolutions (What? See diagram 1). But this didn't account for how quickly or how long some of the planets "moved backwards" so the astronomers added more concentric circles to the equation. It became a perfect case of the solution being more difficult than the original problem.

Is this the case with all these "Dyslexia" cases (and all of the "Attention Deficiency Syndrome" cases)? I guess the point is that we won't really know until the reading specialists "come on-line" with the 4-part cueing components to reading.

